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ABSTRACT

This paper describes unique opportunities offered by the Internet for Japanese college students learning to write in English. It focuses on tasks that students were assigned using discussion forums on the Internet. It begins by describing the Web site, which is <http://www.esljapan.com>, looking at software considerations, privacy issues, operating system compatibility, and the forum. It goes on to examine teaching methods (types of classes and method applied); procedures and problems; teaching points (headline reading, subject line reading, and peer writing); and the Intensive English Programme, which involved diary writing. Using Communicative English Language Test data as a measure of student ability, the study examined whether it was possible to predict that students with greater ability would post more frequently or post more lines to the Web site than students with lower ability. Results found no relationship between test scores and frequency of student postings. The paper recommends considering other factors that might be indicative of student motivation (e.g., their grades being based on how often they posted). (SM)

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1

ED 465 299

Internet Discussion Forums: A new modality for facilitating peer writing in Japanese university-level EFL classes

Dale Bay

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Internet Discussion Forums: A new modality for facilitating peer writing in Japanese university-level EFL classes

Dale Bay

INTRODUCTION

In Japan use of the Internet is still in its infancy. Very high telephone charges, restrictive federal government policies regarding site names and content, technical problems related to Internet access including software availability, bandwidth as well as high start up costs are among some of the reasons for the low rate of Internet penetration in Japan.

At the same time, 70 per cent of Internet sites world wide are believed to be utilizing the English language. Perhaps this creates a cycle of few Japanese wanting to use the Internet, which results in few Japanese-language based sites, thus establishing a 'vicious cycle.' Japanese with English ability are therefore able to access most of the Internet visa the world wide web; mono-lingual Japanese have more restricted opportunities.

As either a tool or a medium of instruction for English education in tertiary Japanese educational institutions, the Internet is even less utilized. Indeed, while much of the world believes Japan to be an amazingly high tech country with a very advanced educational system and the Japanese government itself frequently touts the nebulous cause of 'internationalization,' for which the Internet would seem to be the perfect medium, the official curriculum for English study strictly limits the materials available for language teaching to the official index: "... Language Material for Senior High School" and

3 BEST COPY AVAILABLE

"... Language Material for Junior High School" and makes only an oblique reference to "... audio visual aids ..."

On the one hand, the general lack of computer equipment in many tertiary institutions makes it difficult to access the Internet. This can be compounded by 'turf' battles between the departments which control the computers and would-be users which result in computers sitting idle, student access effectively denied. On the other hand, where the equipment is available, it can become a powerful tool for teaching languages, especially English. Given that many students wish to access the Internet and that they are fully aware that they often need to do so in English, a strong motivation to learn can be presumed to be present. It is immaterial whether this motivation is instrumental or integrative. Fujita (1997) observed "... It was not computers that influenced their [the middle schoolers in her study on cross-cultural peer writing] emotions, but the people who used them." The fact remains that mastery of reading and writing English is a prerequisite for freedom on the Internet and this fact is not lost on the part of the students. Major ESL sites such as Dave's ESL Café (http://eslcafe.com) get as many as 6000 hits per day. (Sperling, personal communication) One 'hit' is a visit to a page by a single visitor. Hits/page is the usual measurement of website traffic.

When we look at what teachers are doing in the real world we can see that the number of resources on or about the Internet is large and growing. Interestingly enough, one of the best sources for learning about how to use the Internet is the internet itself. For example, an online search of the Internet TESL Journal's TESL/TEFL/TESOL/ESL/EFL/ESOL Links TESL: Internet: There are currently 4748 registered links of which 228 links were specifically identified as Internet related. (http://www.aitech.ac.jp/—iteslj/)

BACKGROUND

The author taught eight English classes at two progressive Tokyo universities in the spring term of 1999. Responding to the unique

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opportunities this presented and the access to computers afforded to the students by their respective departments and the universities concerned, students were assigned several tasks using discussion forums on the Internet.

In order to fully understand the discussion of the pedagogical methods applied to the respective classes, it will be useful to assume that the reader is not familiar with Discussion Forums or software related to internet use. What follows is sufficient background to appreciate the discussion and analysis of the teaching methods applied. Please note that discussion is the verb in the usual sense while Discussion Forum is a technical term.

SOFTWARE AND WEB SITE SET UP

The Web Site: *http://esljapan.com*

ESL Japan is a website created and owned by the author. It consists of a front page which has 'radio buttons' leading to the major portions of the site: Search; Teachers; Students; Books; e-mail; Guestbook and links to the Site Map and Discussion Forums. Clicking on a front page radio button leads to the next level of user options. To give an example, a student looking for student-related features of the site could click Students which would lead to several options including "Penpals" and "Guestbook." The overall size of ESL Japan is approximately 30 MB (Mega Bytes).

Voluntary Rating Schemes

ESL Japan is "SafeSurf" rated. This means that it is a voluntary member of an organization, SafeSurf http://www.safesurf.com/ which is dedicated to the voluntary rating of sites as free of pornographic, hateful, incendiary or otherwise undesirable content. There a number of such organizations on the Internet. Teachers are naturally concerned about some of the hazards to be found on the Internet and it is wise to make use of content ratings where available.

Web Rings

ESL Japan is also recognized by membership in a number of

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"Webrings" viz. the "Ring of Languages and Linguistics," the "Japan Ring" and the "ESL Loop." What is a webring? Webrings are simply voluntary groupings of sites along thematic lines. As part of the group, a site voluntarily displays a logo, which links it to other sites in a 'ring.' By clicking from site to site, a surfer will eventually return to the starting point, hence the term 'ring.' It is useful to teach students to conduct searches of webrings because many of the more popular meta-search engines such as http://profusion.com, http://dogpile.com or the simpler, more limited search engines such as http://yahoo.com or http://lycos.com often return too many unfocussed hits or too few relevant hits. Teaching students to start from http://webring.com can result in a much more focussed result because the sites have voluntarily identified themselves and have met the criteria for joining the ring or rings in question. (See Appendix A).

Software Considerations: Own or Buy?

The question of software is one that teachers may initially find intimidating. To oversimplify for the sake of clarity, software comes in two forms: free and proprietary. The 'free' software almost always comes with advertising, usually in the form of 'banner ads.' Many educators are morally opposed to the use of commercial messages in educational materials. Leaving that question aside, the advantage of using 'free' discussion forums is the ease in which of set up. After simple registration procedures are carried out, users can be on line and posting within minutes. The user (presumably the school) does not have to bear the costs of web site maintenance fees or the burden of technical support. No knowledge of software is required. It is simply a matter of filling in the on-line registration questions as directed.

Privacy

However, all content posted by teachers or students is, by definition, the property of the 'free' site. This poses possible privacy concerns which the co-ordinator of an on-line writing project must seriously consider. Proprietary software on the other hand is owned

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outright by the user (institution or educator). Buying software solves the privacy question: the site maintainer (usually called the 'webmaster') has complete freedom to maintain the site within the usually wide latitude offered by the software. As the webmaster owns the software, the webmaster is responsible for arranging the use of the site where the software will be hosted. This could either be a commercial or educational Internet Service Provider (ISP). The site must have enough MB to allow for both the initial size and future growth. Most ISPs offer additional MB for an additional charge.

There is a further privacy consideration related to identity and email address in that once someone posts their name, real or false, and/or email or other address on the Internet, anyone can see it. For this reason many people, wisely, use fictitious names or 'nyms' and use untraceable email accounts. The most popular anonymous email accounts can be set up in a few minutes using sites such as 'hotmail' (http://hotmail.com) or (http://dejanews.com) that is required is regular Internet access. The user goes to the anonymous account and is able to send and receive email from that account. Such an address would look like this (fakename@hotmail.com) All that a teacher needs to make use of this system while maintaining students' privacy is a master list of pen-names matched with real names. This type of system is highly recommended. (Appendix B).

Operating System Compatibility

Software Formats: English or Japanese?

In Japan the question of English or Japanese formats must be considered too. romaji, English characters used in Japanese, is based on eight-bits representing one character. In order to accommodate the tens of thousands of Kana and Kanji used by the Japanese language, 16 bits are used. Sixteen-bit characters are unreadable by most of the world's computers. Many Japanese students are confused by this. The look at the screen and they see 'English' so they can't understand why their email, posts etc. are unreadable to foreigners or those using non-Japanese operating systems (OS). The short answer is that while

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Romaji may look like English on a Japanese OS, other computers treat it as Kana/Kanji. See Appendix C for an example of how Romaji appears on a computer with a non-Japanese OS.

This matching of software to OS is essential. In the worst case, Japanese students would only be able to write to other Japanese students due to these OS limits. On the other hand, English OS software may not run on a Japanese language server.

Cost

The cost of English discussion forum software is generally in the US $ 50–100 range.

Choosing software

A simple paradigm for making software decisions. Is shown below. We can compare the project terms, long or short and the website ownership, public (by a public provider such as Xoom, http://xoom.com) or private (owned by the school) for example in order to make the decision whether to use 'free' discussion software (and accept their advertising) or to buy software (and assume the responsibility of investing time and money in site maintenance.)

Discussion Panel Software: Borrow or Buy: Decision Paradigm				
Project Term			Website Ownership	
Short	Long		Public	Private
Free*	Buy		Free*	Buy

Note: Free* There is no choice of software on public websites; the provider's software must be used.

We will now turn our attention to the question of what an actual web site looks like. In this case we will consider ESL Japan and the proprietary software DCForum. However the terms used here are essentially generic and are with only slight differences on any discussion panel software or site.

DCForum

Forum personnel

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Administrator

As the top person in the hierarchy, the Administrator is the person who controls access to all parts of the site. The Administrator may allow or block access to any individual and may delete any posted material.

Moderator

Below the Administrator is the Moderator. On a small site, they of course could be the same person. The Moderator is responsible for a sub-section of the site. The Moderator has the same authority as the Administrator within the area authorized by the Administrator.

User

Users are those who visit the site and read or post. They have no authority over other users.

Conference

A 'main' theme is called a Conference. On ESL Japan two of the relevant Conferences are Keio University and Aoyama Gakuin University. The reason for dividing them into separate Conferences is obvious. In these two Conferences, the Administrator and the Moderator are the author. However, some other Conferences have different Moderators.

Forum

A thematic sub-division of a Conference is called a Forum. So under "Keio University: Dale Bay Conference" we can see logically placed conferences including "Spring 1999: Keio University: Faculty of Science and Technology, Yagami Campus" for example.

Public

Public forums are those which anyone on the Internet can access. This means they are free to read, post and reply.

Private

Private forums may only be accessed by users specifically authorized by the Administrator or Moderator as the case may be. Unauthorized users cannot gain access. Moreover, the Administrator has the option of making private forums invisible to unauthorized

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users. This ensures greater privacy. However, users with slow computers (say 233hz and under) or with slow telephone connections (14.4 Kbps or under) often report problems logging on.

Logging on

This is the process of entering a User Name and Password. Logging on is not usually required to surf view a site. However it is often required to Post or Reply and is always required to Edit. "Pen names' or 'nyms' are frequently used in logging on. It is possible to ensure that only real names are used by means of setting user log in procedures to require it.

Post

Post has two general meanings. As a noun, it is the first letter in a 'Thread.' As a verb, it is the process of writing and placing text on a Forum. The Subject or Topic line of the Post is usually given as the 'Headline' as it were. This important topic will be further discussed as new and essential English writing skills must be taught and mastered.

Thread

A Post and its chain or line of Replies is called a Thread.

Reply. (Appendix D, E).

Reply is any subsequent discussion of a Post. It is permissible to say "I posted a reply." and this illustrates the correct usage of both the noun and the verb.

Edit

Edit is the process of changing a Post or Reply. People often dash off their comments and then wish to clarify or retract their message or correct their typing mistakes. Logging on is generally required in order to prevent malicious editing by persons other than the true author. Not all software permits editing.

E-mail

A user who is not logged in has the option of entering their email address so that others may contact them. Logged on users often have their User Name and Email Address entered automatically.

Bad word censor

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The Administrator can create a list of 'bad' words which DC-Forum will automatically block with the mark #####. Here is an actual example:

> Man, I'm getting so mad at this damn computer. I've spent all day sitting my ##### down in front of this computer. Anyway I enjoyed your dairy. If you are right, I might have May Dicease because I don't wanna do anything thesedays. I might be the laziest guy you've ever seen.
>
> Netiquette. (Student Evaluation)

Fujita (1997) and Kluge (1996) provide background on the social rules of net use.

TEACHING METHODS

Types of Classes and Method Applied

Elective/Required		Sex	Class Size Approx.	Discussion Forum Posting Assignment
Keio 2 Year 3–4	E	M/F	35	Initial post; reply to others, no line limits. Keio students replied to students in other classes. e.g. Keio 2 reply to Keio 3 or Keio 4.
Keio 3 Year 2	E	M/F	35	See Keio 2
Keio 4 Year 2	E	M/F	35	See Keio 2
Aoyama Education Year 2	R	F	35	Members reply to other students in same class
Aoyama Academic Writing Year 2	R*	M/F	35	Academic Writing; post all drafts and essays; very heavy workload

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Aoyama Intensive English Core (High level) Year 1	R*	M/F	21	Intensive English; post drafts and essays; required to post and reply to peers 3 times/week Very heavy workload
Keio Nursing Year 2	E	F	9	Initial Post; left alone to do as they liked
Keio Nursing Year 2	E	F	8	as above

Note 1: T = Tuesday; R = Thursday; F = Friday; Number = class period; R* Required for English department graduation.
Note 2: Peer writing. In all cases, students were free to select whom to write to and what to write about. Thus as in real life, some posts attracted many replies, others none.

IMPLICATIONS: PROCEDURE

Student Problems

Students want feedback

Students in writing classes often express frustration when they feel that they are not getting adequate feedback or response from the instructor. Unfortunately with large classes and heavy teaching loads, the instructor may be working hard trying to keep up with writing projects by reading what students have writing but time constraints may prevent writing detailed comments and responses. Peer-writing is a partial attempt to solve this practical teaching problem. By having students write each other (peer writing) they get feedback, establish contact with another human being, and develop some continuity in their writing from entry to entry. The fact that students are writing each other naturally frees the instructor from some of the work of making individual responses to students. A quick look at the arithmetic shows that in a class of 21 students, reading and responding to three diary entries per week would require the instructor to make 63 written comments! This just for one class.

By using peer writing techniques, the instructor has more opportunity to spend quality time working with students. Moreover, the

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students tend \ to feel isolated when involved in solitary writing but often become more \ engaged when writing to another person.

David Kluge (1997) felt that "There are three areas of student problems: the attitudes and aptitudes of students, the appropriacy of materials for students, and plagiarism." Two of these 'problems,' the selection of tasks and materials are the responsibility of the teacher to take into account. The problem of plagiarism is one that teachers might need to extra vigilant about. In the present study the problem of plagiarism did not seem to have been a problem. However it would be naïve to suggest that these problems never occur. Frankly, given the nature of computer technology, it is easier to plagiarize. It is also easier for teachers to catch plagiarizers: All that is required is to do a 'search' of the exact phrase used. The 'search' feature on most forums is ideal for this purpose.

TEACHING POINTS

Headline Reading and Subject Line Writing

Few students will *write* headlines. Yet everyone will read newspaper headlines. In English headline and sign writing, a special form of English known as 'telegraphese' is generally used. Headlines, like road signs, must efficiently convey the essence of a message in unambiguous language in a compact space. Reading and writing headlines can be treated as a useful language teaching exercise.

Careful consideration of the Subject or Topic of a Post can provide a rich opportunity to relate the creation and interpretation of newspaper and magazine headlines to the practical problem of writing the 'headline' of a post. Every student involved in using discussion forums will write Subject/Topic lines. Every email must have a subject as well. This is a skill that is both easily teachable and very relevant to the students' effective use of the Internet.

This is a good example of how technology is changing the type of skills needed by students. Before the Internet, students might have profited from a discussion of headline writing followed by some

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reading practice. Now as a technological backwash effect, every student who uses the Internet must master both the interpretation and creation of 'headlines' as described supra. The effect of changes in technology has implications for both teaching and learning typing skills.

Peer Writing

When students in this study were assigned homework in the form of posting or making replies, very little guidance was offered in class. Students were given the following steps and simply told to sit in front of the computer until they had successfully completed the task assigned. Without exception, every student complied. Here are the steps they were given. Naturally they will vary slightly for each class and set up.

First Assignment (usually self-introduction)

Performance Objective: Learn how to POST

1. Open your browser (usually Outlook Express or Netscape)
2. Go to http://esljapan
3. Click on Discussion Forums
4. Find your class e.g. Keio Wednesday 4th class
5. Click on POST
6. Fill in the blanks and type your message (Appendix F).
7. Click POST MESSAGE/SUBMIT (terms varies with software)

Second Assignment (usually reply to another student)

Performance Objective: Learn how to REPLY

1. Open your browser (usually Outlook Express or Netscape)
2. Go to http://esljapan
3. Click on Discussion Forums
4. Find your class e.g. Keio Wednesday 4th class
5. Select a Post to reply to
6. Click on PEPLY
7. Fill in the blanks and type your message
8. Click POST MESSAGE?SUBMIT (Appendix G).

The same procedure is followed for EDIT.

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In the author's experience there is no real benefit in spending much time explaining how to use the computer unless the class is taught in the computer room. In that rare but happy circumstance, there are many opportunities for using approaches ranging from Total Physical Response (TPR) to the Direct Method. On the whole though, using computers is, by definition, experiential so it is best to let the students get on with it on their own. Once they've mastered the procedures, which takes from ten minutes to three hours it seems, the medium can be exploited for pedagogical purposes. Thus the focus of the class should be on writing as opposed to button-pushing.

Intensive English Programme (IEP)

Description

Twenty-one students were assigned to a high-level intensive English class on the basis of their Communicative English Language Test (CELT) test results. The CELT is a well known test, though admittedly it can be argued that it is somewhat dated. However the use of the CELT did establish a norm in that all of the students received equal treatment by having the same test administered.

There were 17 female, 4 male students.

The class met with the author once a week for a double period of three hours. The course itself ran for one academic term of approximately thirteen weeks. The students also met with other instructors as part of the Intensive English programme (IEP). The work load of the IEP was very heavy.

Procedure: Diary Writing

One of the IEP writing requirements was to keep a diary. Usually, the diaries are kept in notebooks which are checked by the instructor at regular intervals. Students were asked to make at least three entries per week of at least three pages of handwritten comments in an A-4 size notebook. There is a procedure whereby the notebooks can be circulated among the students who then write to each other in what is effectively a printed dialog, the socalled 'secret friend' technique.

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It was this printed dialog aspect of the diary writing activity which immediately struck the author as a suitable activity which could be combined with the use of Internet discussion forums as described infra. So the diary writing exercise, either to the instructor or to peers, was shifted from A-4 notebooks to on-line discussion forums created explicitly for that purpose.

Students were told that part of their grade would be based on their diaries. They were instructed to post and/or reply at least three times per week. In their hand written diaries kept in notebooks, the suggested minimum entry was approximately 300 words. However, owning to the time-consuming nature of using the school's computer room, the suggested minimum was 100 words. This is because the students often had to wait their turn to use the computer, had a time-limit of one hour of computer time whether or not they had finished their task and could not be expected to be fast and efficient typists. Moreover the school's computers were old and therefore slow. This meant that some of the time was wasted waiting to connect to the server. For these reasons, the 100 word minimum limit was deemed appropriate. In fact, entries ranged from a dozen words or so to several hundred.

Analysis: Diary Writing

The Range of postings was from a minimum of seven to a maximum of 34 posts per person. This resulted in a Mean of 18.9 posts per person; a Median of 19.0 posts per person and a Standard Deviation of 6.7 posts.

Posting Frequency Data	
Standard Deviation	6.7
Mean	18.9
Median	19.0
Range	7-34
N = 21	

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DISCUSSION

Hypothesis Testing

Using Communicative English Language Test (CELT) test data as a measure of student ability, can we predict that students with greater ability will post more frequently or post more lines than students with lower ability?

Or to state the Null Hypothesis:

Ho

There is no relationship between placement test scores and the frequency of student postings during the reported study.

Table 2: Pearson Correlation

	r	Confidence Interval (95%)
Structure/Postings	0.17	−0.29 to 0.56
Vocabulary/Postings	0.00	−0.43 to 0.43
Listening/Postings	0.10	−0.34 to 0.51
Placement Total/Postings	0.14	−0.31 to 0.54
N = 21		

As can be seen from Table 2, there is no correlation between any of the elements of the CELT and postings. When reading the Pearson Correlation test, the scale ranges from −1.0 to +1.0. A score of −1.0 means that there is a perfect negative correlation between two variables. In simple terms, when one factor goes up, the other goes down proportionally. A perfect positive correlation is indicated by a score of +1.0. Scores around zero indicate that the measured variables are not related. Thus we can see that or Structure/Postings r = 0.17, Vocabulary/Postings r = 0.00, Listening/Postings r = 0.10 and Placement Total/Postings r = 0.14 none of which has sufficient direction to indicate either a positive or negative relationship.

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IMPLICATIONS: DATA ANALYSIS

One would have expected there to be a simple positive correlation between the variables structure, vocabulary overall score and possibly listening and frequency of posting frequency. Even given the limits of this simple study, taking 21 students who were assigned to the same class as a result of the administration of a standardized test, and measuring their writing out put as measured by posting frequency, should have resulted in some correlation. One could have reasonably expected this correlation to be positive. What makes this finding interesting is the lack of correlation in either direction. Clearly the potential of the students as indicated by their test scores is not a primary factor. For this class at least, we can say that while the can all be reasonably assumed to have more or less equal ability to perform the task, other variables were clearly more important. This is fascinating. Was grading an important factor? How could we measure 'motivation'? What could have been learned from administering a well-designed attitude survey to the students? The importance of this limited study is to suggest that assumptions based on 'class level' can be false and misleading. Students are individual and their individuality and character is indicated by factors other than test scores. These data clearly suggest that labels such as 'high level' are not necessarily predictors of *behaviour.*

The analytical portion of this paper was exploratory in nature. As has been suggested by the data, we cannot reliably predict that there is a causal relationship between students' English ability as measured by test scores and students frequency of postings on the discussion forums established for the class. Therefore we must consider other factors which might be indicative of student motivation. Students knew that a significant part of their grade would be based on how often they posted. Other researchers working in this area might consider surveying students to ascertain their attitudes toward the relationship between grading and posting. There is also the vital question of individual attitudes as indications of motivation. (Appen-

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dix H). Certainly where grading pressure is a factor, an instrumental motivation can be presumed. However, without confirmatory data, such an assumption cannot be proven. This alone would be a fruitful area for further investigation.

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Sperling, Dave. http://eslcafe.com

Student evaluations of Aoyama Gakuin University Intensive English Core, Spring 1999, Dale Bay.

Appendix B

Name: Kelsey W

Email Address: jar77@hotmail.com

Home Page: http://members.tripod.com/nanday/

City: Bluefield, West Virginia, United Sates of America

How they got here: Luck

Comments: Nice articles. I find them very interesting.

Date: May 20, 1999. 06:46 24

Appendix C

Name: First□@Last Name

Email Address: name@dg.mbn.or.jp

Home Page:

City: Japan

How they got here: Luck

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Comments:

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Date: May 20, 1999. 07: 35 59

Appendix H

Comments from the Anonymous Feedback form given to the students after the end of the term.

What other comments do you have about this course?

"I could have two skills. How to use English and computer."

"I learned how to use the computer and first I didn't like it but now I'm grateful."

"He forced us to do a lot of homework. Most of them were hard. He let us use computers. This is what I make use of now. I use computers naturally.

"I got a lot of homework for this class. I suffered from it a lot but I'm kind of proud that I've all the work. If there were no homework, I wouldn't have improved much of my English."

What did you like best about this teacher?

"He taught us so much stuff which we can make good use of in the future. I liked writing diaries best because we could reply to other students in this class on the computer. It was fun and Mr. Bay replied to the diaries too."

What did you like least about the course?

"I think we can do better stuff than the textbook." (liked computers and 'outside' materials)

"Printing out the homework because sometimes the printer wouldn't work well."

"We had tons of homework, homework which we had to deal with computers and internet. At first I suffered from them but now I feel that all the work is paying off."

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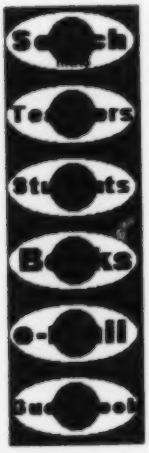
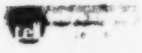
Appendix A

ESL Japan: Main Page



ELT News



Angelina Bay
Webmaster

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1998-1999

Welcome to
ESL Japan.com
and coming soon,
ESL Canada and ESL Russia

At ESL Japan.com we have hundreds of pages of original content. Japanese students discuss their daily lives, their feelings about the US and Japan, the Atomic bomb, economics, and many other topics. You'll see a slice of the 'real Japan.'

ESL teachers talk about where the jobs are, teaching methods, employers to avoid, teachers unions and much more..

Hundreds of people have signed on to our popular Pen Pals page.

From ESL Japan.com you can use our 1100+ Japanese ESL links which take you to yet more sites about ESL and Japan.

We've added many new Discussion Forums. Click below and check it out for yourself!

SITE MAP

Take me to ESL Japan.com's Discussion Forums! new

We've kept our pages simple. Lots of fast-loading content!

This Japan Ring site is owned by Dale Bay.
Click for the [Next Page | Skip It | Random | Next5]
Want to join the ring? Click here for info.

This ESLoop site is owned by Dale Bay .
Click for the [Next Page | Skip It | Next 5]
Want to join the ESLoop? Click for info.

This portion of the Ring is owned by Dale Bay

[SKIP | NEXT 5 | PREVIOUS | RANDOM]

http://www.esljapan.com/

00/01/24

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Appendix D

Topics in Fall 1999: Keio University: Faculty of Science and Technology, Hiyoshi Campus

[LOGIN | LOBBY | POST | MARK | HELP | SEARCH]

Viewing thread number 1-19
[1] [Archive (0)]

Moderator: Dale
Time Zone: Japan Standard Time
Forum Type: Public

Conferences : Keio University: Dale Bay : Fall 1999: Keio University: Faculty of Science and Technology, Hiyoshi Campus

Discussions

Introduction **Yasuhisa Sagawa**, 28-Sep-99, 02:44 AM

Self introduction **YasuhiroHoriuchi**, 28-Sep-99, 02:30 AM

Tomohito Okabe Tomohito Okabe, 27-Sep-99, 07:20 PM

- Be aggressive! **Dale Bay**, 07:20 PM, 27-Sep-99

Kengo Takada Kengo Takada, 27-Sep-99, 07:18 PM

- 2 hours on the Shinkansen? **Dale Bay**, 07:18 PM, 27-Sep-99

self introduction Taketo Koizumi, 27-Sep-99, 07:13 PM

- You move fast! **Dale Bay**, 07:13 PM, 27-Sep-99

Self Introduction **Mayuka Kobayashi**, 27-Sep-99, 06:20 PM

Ikuo baba Ikuo Baba, 27-Sep-99, 02:28 PM

Naoki Kawaguchi Naoki Kawaguchi, 27-Sep-99, 02:02 PM

undecided (maybe technological chemistry or chmistry) Tosiyuki Nakazawa, 27-Sep-99, 10:16 AM

Takashi katayama Takashi Katayama, 26-Sep-99, 11:47 AM

- Sushi, eh? Yum **Dale Bay**, 11:47 AM, 26-Sep-99

TOMIDA Takahico TOMIDA Takahico, 26-Sep-99, 11:44 AM

- Where can I get the plug-in? **Dale Bay**, 06:56 AM, 25-Sep-99
- Get the plug-in! **TOMIDA Takahico**, 03:56 AM, 26-Sep-99
  - Kewl! **Dale Bay**, 11:44 AM, 26-Sep-99

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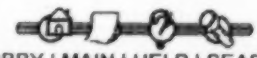
Appendix E

Spring 1999: Keio University: Faculty of Science and Technology, Hiyoshi Campus Keio University: Faculty of Science and Technology, Hiyoshi Campus, Wednesday 4th period [visitors are welcome to post!]	**Moderator:** Dale Public Forum **29** Current Discussions 0 Archived Discussions 27-Sep-99 07:08 PM
Keio Junior College of Nursing, Shinanomachi Campus Friday first period (A Class) [visitors are welcome to post!]	**Moderator:** Dale Public Forum **9** Current Discussions 0 Archived Discussions 07-Jun-99 01:50 AM
Keio Junior College of Nursing, Shinanomachi Campus Friday second period (B Class) [visitors are welcome to post!]	**Moderator:** Dale Public Forum **8** Current Discussions 0 Archived Discussions 10-Jun-99 03:16 AM
Fall 1999: Keio University: Faculty of Science and Technology, Yagami Campus Wednesday second period	**Moderator:** Dale Public Forum **0** Current Discussions 0 Archived Discussions -Dec- 00:00 AM
Fall 1999: Keio University: Faculty of Science and Technology, Hiyoshi Campus Wednesday third period	**Moderator:** Dale Public Forum **5** Current Discussions 0 Archived Discussions 27-Sep-99 07:07 PM
Fall 1999: Keio University: Faculty of Science and Technology, Hiyoshi Campus Wednesday 4th period	**Moderator:** Dale Public Forum **19** Current Discussions 0 Archived Discussions 28-Sep-99 02:44 AM
Aoyama Gakuin University: Dale Bay conference	
Second-year Education Majors Second-year Education Majors [visitors are welcome to post!]	**Moderator:** ESL Public Forum **33** Current Discussions 0 Archived Discussions 27-Aug-99 02:19 PM
Spring 1999: Intensive English Writing Intensive English Writing Class Members may continue to use this forum, it is still turned on.	**Moderator:** Dale Private Forum **24** Current Discussions 0 Archived Discussions 23-May-99 07:17 AM
Spring 1999 : Intensive English Writing Integrated English Writing 3 Essays: "My Life" (analysis) 2000 words; "The Internet" (classification) 1500 words"; "free choice of topic" (cause and effect)1000 words [visitors are welcome to post!]	**Moderator:** Dale Public Forum **67** Current Discussions 0 Archived Discussions 09-Jul-99 08:11 AM

Appendix F

"TOMIDA Takahico"



[LOBBY | MAIN | HELP | SEARCH]

Fall 1999: Keio University: Faculty of Science and Technology, Hiyoshi Campus
Forum Type: Public
Moderator: Dale
Time Zone: Japan Standard Time

Printer Friendly Format

Original Message

"TOMIDA Takahico"
Posted by **TOMIDA Takahico** on 25-Sep-99 at 02:32 AM (Japan Standard Time)

My name is **TOMIDA Takahico**.
I'm a freshman and I'm thinking of studying Infomation Technology.
Recently, I'm interested in "digital art".
Harmony betweem technology and art is very interesting.
Meny artists and creaters put their works on display at web space. I like to show them.

My favorite web site> http://www.nagafuji.com/
(You need macromedia flash plug-in.)

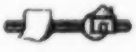
My another hobby is singing and listening to classical vocal music lately.
Now I belong to "The Mixed Chorus GAKUYU-KAI".
Everytime music refresh me.

[ALERT]

[EDIT | EMAIL | REPLY | "REPLY" | TOP]

Table of Contents

Where can I get the plug-in?, **Dale Bay**, 25-Sep-99, (1)
Get the plug-in!, **TOMIDA Takahico**, 26-Sep-99, (2)
↳ Kewl!, **Dale Bay**, 26-Sep-99, (3)



Messages in this discussion

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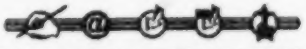
Appendix G

1 . "Where can I get the plug-in?"
Posted by **Dale Bay** on 25-Sep-99 at 06:56 AM (Japan Standard Time)

Wow!

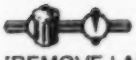
You are an interesting person! I went to the site but I couldn't get anything to display after 'Enter' so I guess I need the plug-in. Where can I get it?

[REMOVE | ALERT]


[EDIT | EMAIL | REPLY | "REPLY" | TOP]

2 . "Get the plug-in!"
Posted by **TOMIDA Takahico** on 26-Sep-99 at 03:56 AM (Japan Standard Time)

Go to http://www.macromedia.com/.
Click "downloads", and you can get "Macromedia Flash Player (ver.4)".


[REMOVE | ALERT]

[EDIT | EMAIL | REPLY | "REPLY" | TOP]

3 . "Kewl!"
Posted by **Dale Bay** on 26-Sep-99 at 11:44 AM (Japan Standard Time)

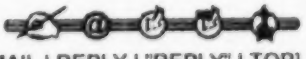
Takahico!

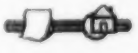
That is without a doubt the kewlest special effects site I have ever seen!

Thx

Bay

[REMOVE | ALERT]


[EDIT | EMAIL | REPLY | "REPLY" | TOP]



Jump to Another Forum!

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インターネット　ディスカッション　フォーラム: EFL クラスにおいて日本人大学生仲間で 書くことを楽にする新しい方法

ベイ・デール

この論文では，大学レベルの英語クラス(EFL)でインターネット上の討論会参加を取り入れた著者の経験の報告と数々の大学で取り入れられている討論会のパターンの分析結果を述べる。使用教材，コンピューターソフト，ネットでのサイトの立ち上げ，教授法，成功例，失敗例，また教師への提言が記述的及び分析的に為されている。分析ではインターネット上の討論会への投稿状況に基づくインターネット使用調査報告と英語集中講座に参加した 21 人の高レベルの英語専攻の学生の CELT レベル分けテストの結果の相関関係を検査する。インターネット討論会に投稿した頻度が最終成績評価に部分的に影響することを学生は承知している。使用語彙，文章構造，聞き取りあるいは，レベル分けテストの結果は，投稿頻度と相関関係を示していない。このような結果は一般的推論が導くであろう帰結との相違を示している点で重要である。それはレベル分けテストの結果がよければその学生にとって文章作成は，より容易であり，それが作業をより楽しくさせ，結果的にレベルの低い学生よりも頻繁に投稿するであろうという推論である。このような一般的推論に反する結果は，将来より詳しく調査されるべきであろう。

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